DOCUMENT RESUME

ED 445 419 EC 308 001

TITLE	Ideas for Transition: Planning for Transition Services during the IEP Process, Ages 14 through 21.
INSTITUTION	Ohio State Dept. of Education, Columbus. Div. of Special Education.
SPONS AGENCY	Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE	1999-07-00
NOTE	13p.
CONTRACT	H158A30003
PUB TYPE	Guides - Non-Classroom (055)
EDRS PRICE	MF01/PC01 Plus Postage.
DESCRIPTORS	*Disabilities; Educational Legislation; *Federal Legislation; *Individualized Education Programs; *Parent Participation; Parent Teacher Conferences; *School Responsibility; Secondary Education; Student Participation; Teamwork; *Transitional Programs
IDENTIFIERS	*Individualized Transition Plans; Individuals with Disabilities Educ Act Amend 1997; Minnesota

ABSTRACT

This brochure explains federal requirements for transition services for secondary students with disabilities, the importance of transition services, and transition planning in the Individualized Education Program (IEP). The roles and responsibilities of the student, special and regular education teachers, parents, adult service agency representatives, and other members of the transition team are discussed. The pamphlet also outlines the responsibilities of school districts, including: (1) notifying parents of the date, time, and location of the transition IEP meeting; (2) setting up a mutually agreed upon time and location for the meeting determined with parental input; (3) ensuring parents understand the proceedings of the IEP meeting; (4) using alternative methods to gather parent input regarding transition if needed; (5) inviting students to participate in their IEP meeting; (6) incorporating preferences of the students into the IEP; (7) ensuring that by age 14 or earlier, the IEP of a student specifies services needed that focus on the general course of study for individual students; and (8) ensuring that starting at the age of 16 or earlier, the student has a statement of needed transition services that includes instruction, related services, community experiences, and development of employment or other post-school living objectives. (CR)

Reproductions supplied by EDRS are the best that can be made
from the original document.

ED 445 419

Ideas for Transition
Planning for Transition Services
During the IEP Process
Ages 14 through 21

WHY IS TRANSITION IMPORTANT? WHAT IS TRANSITION?
WHEN DOES TRANSITION PLANNING START?
WHAT DOES "TRANSITION SERVICES" MEAN?
HOW DO WE GET STARTED?
WHO IS TO BE AT THE MEETING WHEN TRANSITION IS DISCUSSED?
WHAT DO SCHOOL DISTRICTS HAVE TO DO?
WHO CAN ANSWER MY QUESTIONS?

Ohio Department of Education
Division of Special Education

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it

❑ Minor changes have been made to improve reproduction quality

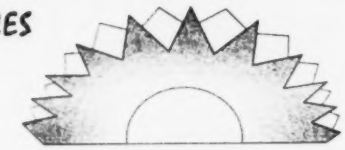
• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

BEST COPY AVAILABLE

EC 308 001

IDEAS FOR TRANSITION

Planning for Transition Services During the IEP Process Ages 14 through 21



Ohio Department of Education
Division of Special Education

WHY IS TRANSITION IMPORTANT? WHAT IS TRANSITION?

WHEN DOES TRANSITION PLANNING START?

WHAT DOES "TRANSITION SERVICES" MEAN?

HOW DO WE GET STARTED?

WHO IS TO BE AT THE MEETING WHEN TRANSITION IS DISCUSSED?

WHAT DO SCHOOL DISTRICTS HAVE TO DO?

WHO CAN ANSWER MY QUESTIONS?

WHY IS TRANSITION IMPORTANT?

The Transition Service Requirements of IDEA provides the following important opportunities:

- Assists students and families to think about the future and consider what they want to do after high school;
- Allows time for students, families, and others to plan together on how to make high school experiences relate directly to the student's dreams and desired outcomes;
- Assists students and families to make connections to services they will need both during and after high school; and
- Increases the likelihood that students are successful when they exit school.

WHAT IS TRANSITION?

The Individuals with Disabilities Education Act (IDEA)Ammendments of 1997, Public Law 105-17 (Section 602), defines transition as

"(30) a ***coordinated set of activities*** for a student with a disability that -

is designed within an outcome-oriented process, which promotes movement from school to post school activities, including post-secondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
is based on the indi . idual student's needs, taking into account the student's preferences and interests; and
includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, the acquisition of daily living skills and functional vocational evaluation."

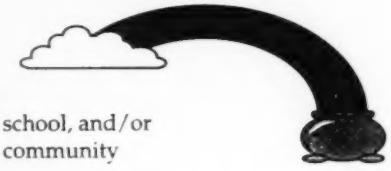
WHY IS TRANSITION IMPORTANT? WHAT IS TRANSITION?

WHEN DOES TRANSITION PLANNING START?

At the age of 14: PL 105-17, *[Section 614 (d)(I)(A)(vii) (I)] "beginning at age 14, and updated annually, a **statement of the transition service needs** of the child under the applicable components of the child's IEP that focuses on the **child's courses of study** (such as participation in advanced placement courses or a vocational education program);"*

The secondary and post-secondary awareness activities and initial planning for students should ***"start no later than age 14."*** The intended outcome of this process should result in the identification of the ***"courses of study and other educational experiences"*** that students need to move them towards their identified post-school visions, goals, or outcomes. These may include, but are not limited to the following:

- Required courses
- Elective courses
- Modified courses
- Specially designed courses
- Educational experiences in the school, and/or
- Educational experiences in the community



It is important to recognize that as the student grows and changes, so does his/her interest in school and post-school outcomes. **Flexibility is a major component** of all aspects of transition planning.

At the age of 16: *[Section 614(d)(I)(A)(vii)(II)] beginning at the age of 16 (or younger, if determined appropriate by the IEP Team), a **statement of needed transition services** for the child, including when appropriate, a statement of the **"interagency responsibilities or any needed linkages...."***

The ***"statement of needed transition services"*** is a long-range plan or *map* to assist the students in their steps towards adult life.

This required statement at age 16 is more comprehensive than the ***"statement of transition service needs"*** required at age 14. When both statements are coordinated together, they increase the support necessary for each student to achieve his/her post school visions and goals.

The statement of ***"interagency responsibilities or any needed linkages"*** (when appropriate) directs the IEP team to jointly plan with other agencies and service providers to ensure that the student's needs are met both during and after the student completes his/her secondary education.

What does "Age of Majority" Mean?

"Section 614 (d)(1)(A)(vii)(III)"

Beginning at least **one year** before the child reaches the age of majority under state law, (18 years old in Ohio), a statement that the child has been informed of his or her rights under this title, if any, that will transfer to the child on reaching the age of majority under section 615(m).

WHEN DOES TRANSITION PLANNING START?

BEST COPY AVAILABLE

WHAT DOES "TRANSITION SERVICES" MEAN?

Transition Services means a *"coordinated set of activities for a student with disabilities that...."* [Section 602 (30)].

Intent: IDEA's focus is on the importance of the student's school program being coordinated to reinforce the mastery of the identified IEP goals. The IEP goals should move the student towards his or her post-secondary vision. This **coordinated set** of activities is seen as a whole system working together to assist in meeting the student's goals, both during and after high school.

This coordinated set of activities [Section 602 (30)(A)] is designed within an outcome-oriented process, which promotes movement from school to post-school activities, including:

- Post-secondary education,
- Vocational training,
- Continuing and adult education,
- Integrated employment (including supported employment),
- Adult services,
- Independent living, or
- Community participation.

Intent: The IEP becomes the "plan for adulthood," which focuses on preparing students with disabilities to live, work, and participate in their community. This focused IEP transition planning *ensures* that the school will facilitate the necessary connections for the anticipated post-school services, programs, and supports. This planning increases the likelihood that the student will experience success after high school.

This coordinated set of activities [Section 602 (30)(B)] is also based upon the individual student's needs, taking into account the student's preferences and interests....

Intent: IDEA now encourages the student to increase his/her level of participation in his/her IEP meeting and, when appropriate, lead the team discussions. It is suggested that the student is given the opportunity to determine his/her own needs, preferences, and interests in preparing for his/her post-school outcomes and be encouraged to share this information at his/her IEP meetings as appropriate.

Transition services [Section 602 (30)(C)] "includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation. "

Intent: The content of the IEP must include the areas below as identified through the IEP meeting process:

1. **Instruction** (e.g., What instruction will be used in providing the student's transition services?),
2. **Related services** (e.g., What related services are needed to implement the student's transition goals?),
3. **Community experiences** (e.g., When will skill development require that the student has community-based experiences?),
4. **The development of employment and other post-school adult living objectives** (e.g., What objectives might be written to prepare the student for adult living domains?), and
5. **When appropriate, acquisition of daily living skills and functional vocational evaluation** (e.g., Does the student need to acquire daily living skills?).

WHAT DOES "TRANSITION SERVICES" MEAN?

HOW DO WE GET STARTED?

Special Reminder: It's never too early to start the transition planning process.

The transition planning process is started with an understanding of the student's needs, preferences, and interests across a broad range of topics (e.g., personal likes/dislikes, hopes and dreams). During the planning for the multifactored evaluation or reevaluation, the team, with the active participation of the student and his/her parents, determine the process used to identify these preferences. The following list may be used in considering student preferences, interests, and needs. Keep in mind that it is ever-changing:

- Traits, likes, and dislikes (e.g., likes meeting new people, does not like loud music or noises);
- Talents and strengths (e.g., has a good sense of humor, prepares meals for self);
- Challenges that the student is working through (e.g., unexpected changes in schedule, is easily distracted); and
- Supports and needs (e.g., build a circle of friends, introduce flexibility into schedule).

DEVELOPING A VISION

The personal information the student identifies from this process is then used to assist in the development of a vision at the IEP meeting. The vision is really a personal record of "hopes, dreams, likes and dislikes," from the perspective of the student. The following questions can be used as a guide to encourage discussion with the student:

Employment

- Out of all the jobs that you have had, which ones have you really enjoyed?
- What jobs would you like to learn (e.g., fixing cars, wood working, working with food)?
- What kinds of environments would you like to work in (e.g., indoors, outdoors, in a quiet area, around lots of people)?
- What places of employment might fit your choices (e.g., a construction site, a child care center, a hospital)?
- What things are important to you in a job (e.g., salary, benefits, transportation, work hours, location)?

Post-Secondary Education

- What careers are interesting to you (e.g., teaching, hospitality industry, computer/technology)?
- What type of education or training do you need to meet your career goal (e.g., college, technical school, two-year associate school)?
- How will you pay for this education?

Residential Options

- Where would you like to live after leaving school?
- Who would you like to live with?
- What do you think you need to learn in order to live more independently (e.g., cooking, use of public transportation, yard work)?

Community Participation

- What do you like to do to have fun? What are your hobbies?
- What places do you like to visit (e.g., amusement and water parks, movies, places to eat, sporting events)?
- What new sports, hobbies, or other things would you like to learn to do in your free time?
- What types of community activities would you like to participate in more frequently (e.g., church, sports, clubs, recreational events)?

THE IEP MEETING

The personal information identified and the vision statement developed by the IEP team are used for planning transition services.

BEST COPY AVAILABLE

WHO IS TO BE AT THE IEP MEETING WHEN TRANSITION IS DISCUSSED

Individualized education program (IEP) teams are required to have the following members [Section 614(d)(1)(B)]:

1. The parents of a child with a disability;
2. At least one regular education teacher of such child (if the child is, or may be, participating in the regular education environment);
3. At least one special education teacher, or where appropriate, at least one special education provider of such a child;
4. A representative of the local educational agency (LEA) who is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the general curriculum; and is knowledgeable about the availability of resources of the LEA;
5. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses 2 through 4;
6. At the discretion of the parent or agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate, and
7. If appropriate, the child with a disability.

Special Note: "...the public agency shall invite a student with disabilities of any age if the purpose of the meeting will be the consideration of the statement of transition services needs or statement of needed transition services" [Section 300.344 (b)]. "If the student does not attend the IEP meeting, the public agency shall take other steps to ensure that the student's preferences and interests are considered" [Section 300.344)(b)(2)].

Suggested ROLES & Responsibilities Related to TRANSITION Planning:

Student

- Informs others about his/her needs and preferences.
- Assesses self on progress towards IEP goals, vision, and other personal responsibilities.
- Discusses progress and needs.
- Participates in the development of his/her IEP.
- Informs IEP team of any changes at home that would affect his/her education.

Teacher: Special and Regular Education

- Implements and evaluates all IEP goals related to the school setting.
- Provides updated information on the student's social and behavior activities in the classroom setting.
- Provides general updates and evaluations on overall classroom performance.
- Provides referral information to the family and student about school and community services.
- Monitors and implements the IEP.

Additional Team Member: **Work-study Coordinator, Option IV Coordinator, Vocational Special Education Coordinator and Vocational Evaluator**

- Provides information about vocational education programs and support services.
- Develops in-school/community job development and placement for students.
- Arranges for job coaches.
- Provides job training and career exploration.
- Assists in making program modifications.
- Serves as liaison between schools and vocational activities.

Parent/Guardian

- Ensures that son's/daughter's needs and preferences are acknowledged.
- Supports educational needs, training programs, and activities in the home and community.
- Supports opportunities to develop work behaviors, recreational skills, social skills.
- Assists son/daughter in making referrals to adult agencies and services (e.g., social security cards, supported living, supported employment, post-secondary education information).
- Follows-up with agency agreements, services, and other supports being provided.

Adult Service Agency Representative

- Provides agency information.
- Provides progress updates on students receiving adult services.
- Provides assistance in the planning of identified services.
- Provides assistance in the preparation of the student for post-school transition.

Additional Members (Individualized to meet the student's needs)

- Family members (e.g., siblings, cousins, aunts, uncles, grandparents)
- Community members (e.g., church/synagogue officials, employer/co-workers, recreation personnel
- Neighborhood/school friends
- Individuals knowledgeable about the IEP process (e.g., university personnel, parent training center representatives)
- Parent mentors
- Representatives of state agencies
- Special education regional resource center (SERRC) personnel

Special Reminder: The supports that are provided to the identified members of the IEP team are examples. Their responsibilities may vary considerably based on other factors.

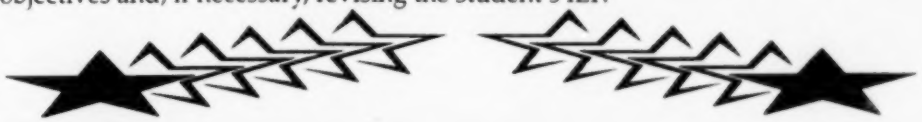
WHAT DO SCHOOL DISTRICTS HAVE TO DO?

Self-Assessment Survey on Transition

Directions: The following survey can be used as a self-assessment of the local educational agency's services for transition-aged youth with disabilities. These statements are intended to assist school personnel, agency representatives, parents, and other interested persons in walking through the specific transition-related requirements of the *Individuals with Disabilities Education Act (IDEA) Amendments of 1997*.

1. Parents are always notified of the date, time, and location of the IEP meeting.
2. If communication is not established through the first parent notice, alternative steps are taken to inform parents of the upcoming meeting.
3. A mutually agreed upon time and location for the IEP meeting is determined with parental input.
4. The district assures that parents understand the proceedings of the IEP meeting.
5. If no parent can attend the IEP meeting, during which transition is discussed, various methods are used to gather parent input regarding transition.
6. Students are invited to participate in their IEP meeting.
7. School representatives attend the IEP meeting.
8. By no later than age 16, agencies (e.g., vocational rehabilitation, social security, mental retardation/developmental disabilities, mental health) are encouraged to participate in student IEP meetings during which transition is discussed.
9. If an agency invited to send a representative does not do so, steps are taken to obtain their participation in the planning of transition services.
10. Preferences and interests of students are incorporated into the IEP.
11. The preferences and interests of students who do not attend their IEP planning meeting during which transition is discussed are incorporated into the IEP through parental participation and/or surveys.
12. By age 14, or earlier if determined appropriate by the IEP team, the IEP specifies services needed (e.g., readers, curricular adaptations, more time to take tests) that focus on the general course of study for individual students (e.g., participation in advanced placement courses or a vocational educational program).
13. Starting at the age of 16, or earlier if determined appropriate by the IEP team, the student has a statement of needed transition services that includes: instruction, related services, community experiences, and development of employment or other post-school living objectives.
14. Starting at the age of 16, if appropriate, the student's IEP indicates a statement of needed transition services that addresses the acquisition of daily living skills and functional vocational evaluation, and a statement of interagency responsibilities or any needed linkages.
15. The student's transition services reflect a coordinated set of activities that are described as goals and objectives in the body of the IEP.
16. By age 17, the students and their parents have been notified of the transfer of rights under IDEA, which occurs at age 18.

17. If a participating agency fails to provide agreed upon services contained in the IEP, the local education agency reconvenes the IEP team for the purpose of identifying alternative strategies to meet the transition objectives and, if necessary, revising the student's IEP.



WHAT DO SCHOOL DISTRICTS HAVE TO DO?

WHO CAN ANSWER MY QUESTIONS?

SPECIAL EDUCATIONAL REGIONAL RESOURCE CENTERS (SERRCs)

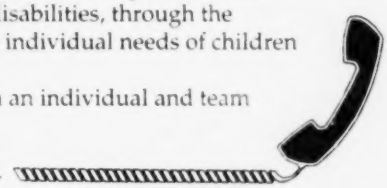
BEST COPY AVAILABLE

There are many valuable resources available to parents, students, school staff, agency representatives, and other interested persons. We have listed a few that are relevant to Ohio.

The Special Education Regional Resource Center (SERRC) Network

In 1968, the Ohio Department of Education, Division of Special Education, created new linkages between the state and the school districts. Sixteen (16) special education regional resource centers were established to

- Assist school district personnel in providing appropriate services to children with disabilities through technical assistance and cooperative planning;
- Provide regular and special education teachers, support personnel, administrators, and parents with resources designed to improve the quality of instruction for children with disabilities, through the delivery of instructional materials and methodologies designed to meet the individual needs of children with special needs; and
- Provide staff development to local school district personnel and parents, on an individual and team basis, to improve the quality of instruction for children with disabilities.



Each SERRC has a staff member knowledgeable about transition-related issues.

Central Ohio SERRC
470 Glenmont Ave.
Columbus, OH 43214
614-262-4545

Cuyahoga SERRC
5983 West 54th St.
Parma, OH 44129
440-885-2685

East Central Ohio SERRC
248 Front Ave., SW
New Philadelphia, OH 44663
330-343-3355

East Shore SERRC
7900 Euclid-Chardon Rd.
Kirtland, OH 44094
440-256-8483

Hopewell SERRC
5350 West New Market Rd.
Hillsboro, OH 45133
937-393-1904

Lincoln Way SERRC
1450 West Main St.
Louisville, OH 44641
330-875-2423

Miami Valley SERRC
1831 Harshman Rd.
Dayton, OH 45424
937-236-9965

Mid-Eastern Ohio SERRC
420 Washington Ave., #100
Cuyahoga Falls, OH 44221
330-929-6634

North Central Ohio SERRC
1495 W. Longview, Ste. 200
Mansfield, OH 44906
419-747-4808

North East Ohio SERRC
409 Harmon St., NW
Warren, OH 44483
330-394-0310

Northern Ohio SERRC
1230 Beechview Dr., Ste. 100
Vermilion, OH 44089
440-967-8355

Northwest Ohio SERRC
10142 Dowling Rd., RR 2
Bowling Green, OH 43402
419-833-6771

Pilasco-Ross SERRC
411 Court St.
Portsmouth, OH 45662
740-354-4526

Southeastern Ohio SERRC
507 Richland Ave.
Athens, OH 45701
740-594-4235

Southwestern Ohio SERRC
1301 Bonnell, 3rd Flr. Ste.
Cincinnati, OH 45215
513-563-0045

West Central Ohio SERRC
616 County Rd. 25A
Wapakoneta, OH 45895
419-738-9224

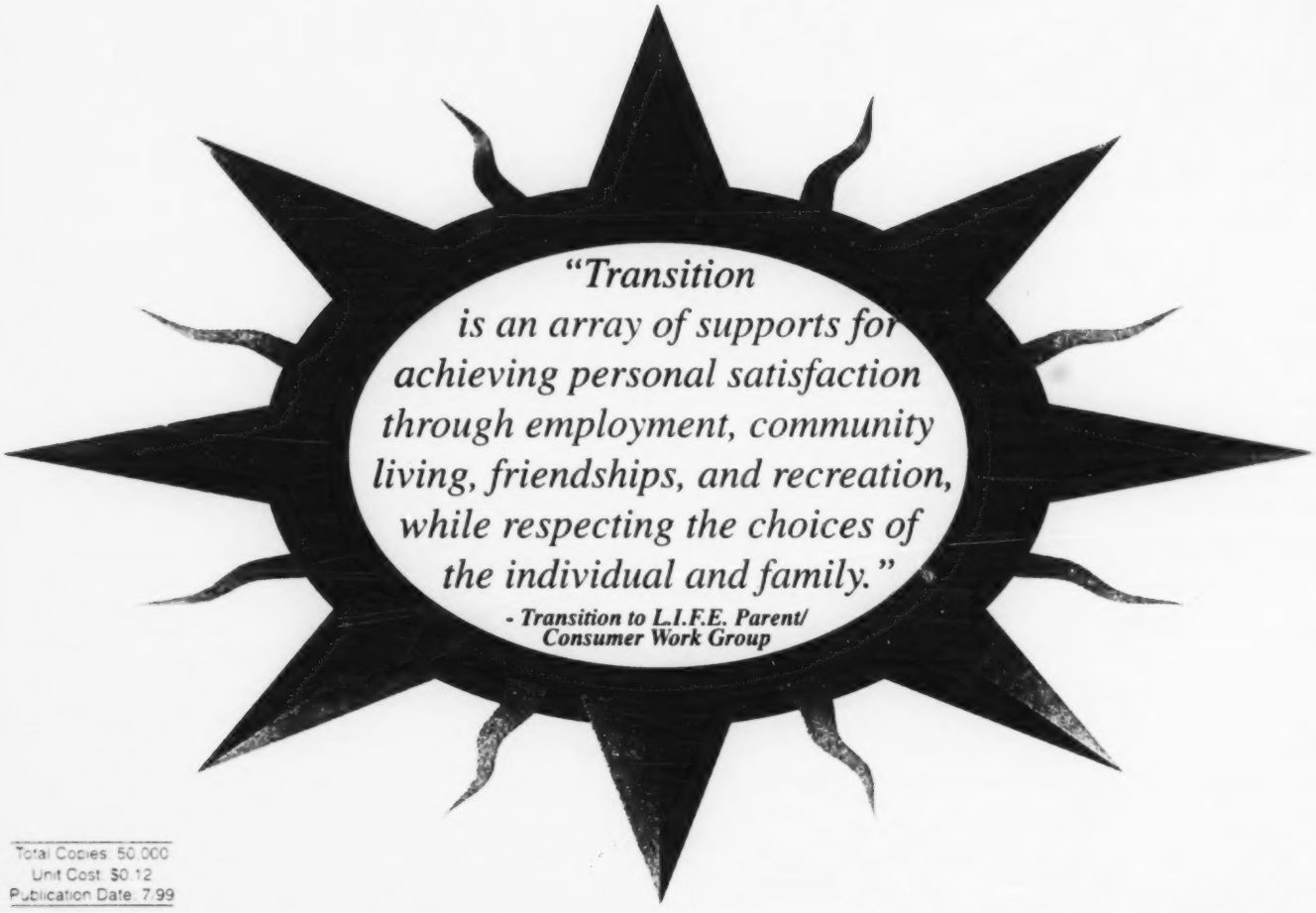
The Ohio Coalition for the Education of Children with Disabilities
Bank One Bldg.
165 W. Center St., Ste. 302
Marion, OH 43302-6920
(614) 328-5452 voice/tdd
1-800-374-2806

Child Advocacy Center
1821 Summit Rd., Suite 303
Cincinnati, OH 45237
(513) 821-2400

Ohio Department of Education
Division of Special Education
933 High St.
Worthington, OH 43085
(614) 466-2650

WHO CAN ANSWER MY QUESTIONS?

BEST COPY AVAILABLE



Total Copies: 50,000
Unit Cost: $0.12
Publication Date: 7/99

The first edition of this brochure was developed by the Transition to L.I.F.E. Initiative and printed in November 1996. Sincere appreciation goes to those many individuals who helped to write, review, edit, format, key in, and contribute all of the other needed supports to make it such a useful reference for students with disabilities, families, educators, agency representatives, community members and other interested persons. We hope that the second edition will continue to provide current and valuable information.

This publication was funded by OSERS grant to the Ohio Department of Education, Division of Special Education #H158A30003 Project L.I.F.E.: Linkages for Individual and Family Empowerment: Systems Change Process to Improve the Transition from School to Adult Life of Youth with Disabilities. The opinions expressed herein do not necessarily reflect the position of the U.S. Department of Education and does not represent official policy of the State Board of Education unless specifically stated.

The Ohio Department of Education does not discriminate on the basis of race, color, national origin, sex, religion, age, or disability in employment or in the provisions of services.